

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant

| | | |
|-------------------------------|---|--|
| Program authority: | Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1) | FOR TEA USE ONLY Write NOGA ID here: |
| Grant Period: | November 13, 2017, to August 31, 2018 | |
| Application deadline: | 5:00 p.m. Central Time, September 26, 2017 | |
| Submittal information: | One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494 | Place date stamp here |
| Contact information: | Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060 | |

Schedule #1 – General Information

| | | | | |
|--|--|-----------|----------------|----------|
| Part 1: Applicant Information | | | | |
| Organization name | County-District # | | Amendment # | |
| Paris ISD | 139909 | | | |
| Vendor ID # | ESC Region # | | | |
| | 8 | | | |
| Mailing address | | City | State | ZIP Code |
| 1920 Clarksville St. | | Paris | TX | 75460 |
| Primary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Angela | M | Chadwick | CTE Director | |
| Telephone # | Email address | | FAX # | |
| 903-737-7400 | Angela.chadwick@parisisd.net | | 903-737-7515 | |
| Secondary Contact | | | | |
| First name | M.I. | Last name | Title | |
| Michael | P | Jones | Superintendent | |
| Telephone # | Email address | | FAX # | |
| 903-737-7473 | Paul.jones@parisisd.net | | 903-737-7515 | |
| Part 2: Certification and Incorporation | | | | |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

| | | | |
|--------------|------|--|--------------|
| First name | M.I. | Last name | Title |
| Angela | M | Chadwick | CTE Director |
| Telephone # | | Email address | FAX # |
| 903-737-7400 | | Angela.chadwick@parisisd.net | 903-737-7515 |

Signature (blue ink preferred)

Date signed



10/24/2017

Only the legally responsible party may sign this application.

Schedule #1—General Information

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name | Application Type | |
|------------|---|--|-------------------------------------|
| | | New | Amended |
| 1 | General Information | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> |
| 2 | Required Attachments and Provisions and Assurances | <input checked="" type="checkbox"/> | N/A |
| 4 | Request for Amendment | N/A | <input checked="" type="checkbox"/> |
| 5 | Program Executive Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 6 | Program Budget Summary | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 7 | Payroll Costs (6100) | See Important Note For Competitive Grants* | <input type="checkbox"/> |
| 8 | Professional and Contracted Services (6200) | | <input type="checkbox"/> |
| 9 | Supplies and Materials (6300) | | <input type="checkbox"/> |
| 10 | Other Operating Costs (6400) | | <input type="checkbox"/> |
| 11 | Capital Outlay (6600) | | <input type="checkbox"/> |
| 12 | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 13 | Needs Assessment | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 14 | Management Plan | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 15 | Project Evaluation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 17 | Responses to TEA Requirements | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| 18 | Equitable Access and Participation | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| # | Applicant Type | Name of Required Fiscal-Related Attachment |
|---|----------------|--|
|---|----------------|--|

No fiscal-related attachments are required for this grant.

| # | Name of Required Program-Related Attachment | Description of Required Program-Related Attachment |
|---|---|--|
|---|---|--|

No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

| X | Acceptance and Compliance |
|---|---|
| X | I certify my acceptance of and compliance with the General and Fiscal Guidelines. |
| X | I certify my acceptance of and compliance with the program guidelines for this grant. |
| X | I certify my acceptance of and compliance with all General Provisions and Assurances requirements. |
| X | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements. |

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

X I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| # | Provision/Assurance |
|----|---|
| 1. | The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy. |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public. |
| 3. | The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference. |
| 4. | The applicant assures that its ability is to meet the 20% match requirement. |
| 5. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan. |
| 6. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s). |
| 7. | Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s). |

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Schedule #4—Request for Amendment

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

| | | | A | B | C | D |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| # | Schedule # | Class/ Object Code | Grand Total from Previously Approved Budget | Amount Deleted | Amount Added | New Grand Total |
| 1. | Schedule #7: Payroll | 6100 | \$ | \$ | \$ | \$ |
| 2. | Schedule #8: Contracted Services | 6200 | \$ | \$ | \$ | \$ |
| 3. | Schedule #9: Supplies and Materials | 6300 | \$ | \$ | \$ | \$ |
| 4. | Schedule #10: Other Operating Costs | 6400 | \$ | \$ | \$ | \$ |
| 5. | Schedule #11: Capital Outlay | 6600 | \$ | \$ | \$ | \$ |
| 6. | Total costs: | | \$ | \$ | \$ | \$ |

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Part 4: Amendment Justification

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1. | | | |
| 2. | | | |
| 3. | | | |
| 4. | | | |
| 5. | | | |
| 6. | | | |
| 7. | | | |

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Paris High School has an existing pre-engineering STEM career cluster that is currently staffed by one CTE teacher who teaches Principles of Technology, Physics, Robotics 1 & 2, and Engineering Design and Problem Solving. This is a career cluster that has been growing steadily over the last three years, and, with this growth, we have an opportunity to educate more students in the career opportunities that exist in STEM-related jobs. If we can enhance this career cluster with more exciting technologies and provide in depth hands-on projects, this grant will boost the student enrollment in all STEM classes. We would like to provide specific career cluster resources for a curriculum that will focus on electrical and computer engineering components, as well as more advanced computer programming.

The resources we would like to supply to our students would consist of the latest technology that would bring an innovative touch to the TEKS instruction of the classes in the cluster. An additional future benefit could be the possibility of adding more courses in the cluster with an additional teacher hired as a result of increased student demand for the STEM field cluster. Dr. Brent Donham, Dean of the College of Science and Engineering, TAMUC, agreed that the grant purchases would enable more student to be impacted and better prepared as they enter college engineering programs.

We would start by purchasing 6 PiStorm hardware and peripheral kits. These kits will allow our students to connect a Raspberry Pi brain to our existing Lego Mindstorm parts. Students will use more advanced computer programming languages, such as Python, to program these robots. Additional supplies and materials that we would add include the VEX Robots Swept Away classroom bundle. The bundle includes 6 clawbots and will add a competitive component to our program and give us a student to robot ratio of 6 to 2 per kit. Students will need a place to work and grant funds will include purchasing robotics workbenches and solder boards for students.

Local labor market information provided by the Paris Economic Development Corporation (PEDC) has confirmed that Paris needs to recruit more businesses into the community, and those jobs will require certificates, two-year and four-year degrees. PEDC also stated that specific industries, such as Kimberly-Clark, Campbell Soup, Harrison Walker and Harper (HWH), and Turner Industries, all in Paris, will need a skilled STEM workforce. In order to help students connect classroom robots to industry standard robots, we will purchase a Fanuc Robotics Training Cart that will be used for training and robot certification programs. 3D printing is an essential skill needed in today's tech fields. Paris will purchase MakerBot 3D Printers and add a Professional Makerbot Replicator ZS18 3D Printer. For the software piece, we plan to purchase non expiring classroom license for VEX and LEGO's Virtual World Programing. To run the software and teach programing, we will need 25 desktop computers. Teaching students about STEM related careers will be relevant with these purchases along with partnerships with the industries mentioned above. Our local industries are supporting our application for this grant to enhance our STEM pre-engineering career cluster in order to help with their hiring challenges. For high demand jobs, Paris local industry collectively needs skills workers in the areas of design, civil, structural, and industrial engineers along with draftsmen and more.

The reserve grant will allow us to create an innovative STEM Career Cluster that motivates students to learn about careers through the excitement of engineering and robotics technology. Our students have a growing interest in robotics competitions. The competitions bring a new and intense level of excitement, motivation, and technical skills to our students. This excitement crosses over to the real-world applications of mathematics and science concepts using the engineering design process which, in turn, provides career knowledge for students in this program of study. The purchase of new robotics technologies is critical for us to move forward.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Workforce Solution Northeast Texas has shared that Industrial Machinery Mechanics, Computer Controlled Machine Tool Operators, Machinists, Maintenance and Repair Workers, and Multiple machine Tool Setters, Operators, and Tenders are high demand occupations in Northeast Texas. A student who goes through our pre-engineering career cluster will be prepared to obtain the necessary certification, two-year degree, or four-year degree to fill one of these high wage jobs.

Academically, this program of study will also include several rigorous courses in mathematics and science. All students will be expected to take Biology, Chemistry, Physics, Algebra I & II, and Geometry. Students will be highly encouraged to take these courses at the AP or Dual Credit level of instruction. In addition to these courses, our students will have the option to take DC College Algebra and DC Calculus. Our students begin this career cluster with a freshman year experience in Principles of Applied Engineering, Biology, and Algebra I. As sophomores, they will take Robotics 1, Chemistry, and Geometry. Their junior year, the career cluster offers Robotics 2, Physics, and Algebra 2, and during their senior year, Engineering Design and Problem Solving, DC Biology, and DC College Algebra. Some students begin in Algebra 2 as a result of taking Algebra 1 in Middle School and have room in their schedule to take DC Calculus.

Part of the enhancement to the cluster will be the teacher training partnerships provided by Kimberly-Clark, HWH, and Aequs Aero Machine Inc. who have all agreed to teacher externships that will give our STEM educators, who teach mathematics, science, and technology, an opportunity to experience the STEM careers in action. The teachers will be able to return to their classes with authentic experiences to share about the possible careers available to students in our town. In addition to the teacher work-based learning, our students will be given opportunities to tour these industries. Other partnerships include TAMU-Commerce, Paris Junior College, Paris Economic Development Corporation, and the Lamar County Coalition of Education, Business, and Industry to support teacher and student education on the knowledge of certifications, degree programs, and labor market and career information.

Additional student work-based learning opportunities will be in the form of speakers from the partnering industries and as student instructors themselves for middle school and elementary robotics camps. The knowledge gained from the use of the new technologies will enhance our students' abilities to become the teachers of the technology. We will have the ability to offer camps to excite and motivate a younger generation of students. Instructors for this camp will be students from the enhanced career cluster. Paris High School is committed to preparing and educating students for high-tech careers. We are currently constructing a CTE STEM center to be completed later this year where we will be able to house our camps. Our goal is to build an innovative engineering and robotics program that will not only improve the current Paris High program but also entice smaller school districts in Lamar County to attend some of these classes for a strong pre-engineering experience. Engineers with Kimberly Clark are working to provide female mentors to work with us in Electrical Engineering and Maintenance Electricians to help increase our non-traditional students enrolled in STEM pathways. Current students have the option of taking Engineering and Robotics classes at Paris High School or of attending Engineering and Presentation Design classes at Paris Junior College for college credit. We are also partnering with Texas A&M University College of Science and Engineering to prepare our students for postsecondary education.

Paris is located in rural North East Texas and within driving distance of several additional high-tech companies such as L-3 Communications, Raytheon, Lowes Distribution, and We Pack Logistics where industry robots are utilized.

Mechanics supervisors, industrial mechanics, electricians, machinists and construction supervisors, are occupations identified for growth from the year 2014 to 2024 in North East Texas. With a strong enhancement to our pre-engineering career cluster, we can support the acquisition of academic skills, technical skills, and knowledge for our graduates to be employed in these high demand jobs. Studying robotics incorporates all aspects of STEM. Paris High School can utilize this grant to motivate and inspire students for 21st Century skills.

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| Schedule #6—Program Budget Summary | | | | | | |
|--|--|--------------------------|-----------------|------------------------------------|---------------------------|--------|
| County-district number or vendor ID: 139909 | | | | Amendment # (for amendments only): | | |
| Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1) | | | | | | |
| Grant period: November 13, 2017, to August 31, 2018 | | | | Fund code: 244 | | |
| Budget Summary | | | | | | |
| Schedule # | Title | Class/ Object Code | Program Cost | Admin Cost | Total Budgeted Cost | Match |
| Schedule #7 | Payroll Costs (6100) | 6100 | \$ | \$ | \$ | \$800 |
| Schedule #8 | Professional and Contracted Services (6200) | 6200 | \$ | \$ | \$ | \$1500 |
| Schedule #9 | Supplies and Materials (6300) | 6300 | \$ | \$ | \$37,887 | \$5277 |
| Schedule #10 | Other Operating Costs (6400) | 6400 | \$ | \$ | \$ | \$ |
| Schedule #11 | Capital Outlay (6600) | 6600 | \$ | \$ | \$6,499 | \$1300 |
| Grand total of budgeted costs (add all entries in each column): | | | \$ | \$ | \$44,386 | \$8877 |
| Administrative Cost Calculation | | | | | | |
| Enter the total grant amount requested: | | | | | \$ | |
| Percentage limit on administrative costs established for the program (5%): | | | | | × .05 | |
| Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs: | | | | | \$ | |

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| Schedule #7—Payroll Costs (6100) | | | | | |
|---|--------------------------------------|---|--|-----------------------------|-------|
| County-district number or vendor ID: 139909 | | | Amendment # (for amendments only): | | |
| Employee Position Title | | Estimated # of Positions 100% Grant Funded | Estimated # of Positions <100% Grant Funded | Grant Amount Budgeted | Match |
| Academic/Instructional | | | | | |
| 1 | | | | | |
| 2 | Educational aide | | | \$ | \$ |
| 3 | Tutor | | | \$ | \$ |
| Program Management and Administration | | | | | |
| 4 | Project director | | | \$ | \$ |
| 5 | Project coordinator | | | \$ | \$ |
| 6 | Teacher facilitator | | | \$ | \$ |
| 7 | Teacher supervisor | | | \$ | \$ |
| 8 | Secretary/administrative assistant | | | \$ | \$ |
| 9 | Data entry clerk | | | \$ | \$ |
| 10 | Grant accountant/bookkeeper | | | \$ | \$ |
| 11 | Evaluator/evaluation specialist | | | \$ | \$ |
| Auxiliary | | | | | |
| 12 | Counselor | | | \$ | \$ |
| 13 | Social worker | | | \$ | \$ |
| 14 | Community liaison/parent coordinator | | | \$ | \$ |
| Education Service Center (to be completed by ESC only when ESC is the applicant) | | | | | |
| 15 | | | | | |
| 16 | | | | | |
| 17 | | | | | |
| 18 | | | | | |
| 19 | | | | | |
| 20 | | | | | |
| Other Employee Positions | | | | | |
| 21 | Title | | | \$ | \$ |
| 22 | Title | | | \$ | \$ |
| 23 | Title | | | \$ | \$ |

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| | | | | |
|---|--|-----------------------------------|-----------|--------------|
| 2 4 | Subtotal employee costs: | | \$ | \$ |
| Substitute, Extra-Duty Pay, Benefits Costs | | | | |
| 2 5 | 6112 | Substitute pay | \$ | \$800 |
| 2 6 | 6119 | Professional staff extra-duty pay | \$ | \$ |
| 2 7 | 6121 | Support staff extra-duty pay | \$ | \$ |
| 2 8 | 6140 | Employee benefits | \$ | \$ |
| 2 9 | 61XX | Tuition remission (IHEs only) | \$ | \$ |
| 3 0 | Subtotal substitute, extra-duty, benefits costs | | \$ | \$ |
| 3 1 | Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs): | | \$ | \$800 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

| | | | |
|--|---|------------------------------------|------------------------------|
| Schedule #8—Professional and Contracted Services (6200) | | | |
| County-district number or vendor ID: 139909 | | Amendment # (for amendments only): | |
| NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. | | | |
| Professional and Contracted Services Requiring Specific Approval | | | |
| Expense Item Description | | | Grant Amount Budgeted |
| Match | | | |
| 6269 | Rental or lease of buildings, space in buildings, or land | | \$ |
| | Specify purpose: | | \$ |
| a. Subtotal of professional and contracted services (6200) costs requiring specific approval: | | | \$ |
| | | | \$ |
| Professional and Contracted Services | | | |
| # | Description of Service and Purpose | | Grant Amount Budgeted |
| | Match | | |
| 1 | Professional Development by TAMUC for CTE/Academic integration-1 day | | \$ |
| 2 | Professional Development by PEDC for local industry needs information-1/2 day | | \$ |
| 3 | | | \$ |
| 4 | | | \$ |
| 5 | | | \$ |
| 6 | | | \$ |
| 7 | | | \$ |
| 8 | | | \$ |
| 9 | | | \$ |
| 10 | | | \$ |
| 11 | | | \$ |
| 12 | | | \$ |
| 1 | | | \$ |

| | |
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| | | | |
|--|--|----|---------------|
| 3 | | | |
| 1 | | | |
| 4 | | \$ | \$ |
| b. Subtotal of professional and contracted services: | | \$ | \$ |
| c. Remaining 6200—Professional and contracted services that do not require specific approval: | | \$ | \$ |
| (Sum of lines a, b, and c) Grand total | | \$ | \$1500 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #9—Supplies and Materials (6300) | | | |
|---|---|---|---------------|
| County-District Number or Vendor ID: 139909 | | Amendment number (for amendments only): | |
| Supplies and Materials Requiring Specific Approval | | | |
| | | Grant Amount Budgeted | Match |
| 6300 | Total supplies and materials that do not require specific approval: | \$37,887 | \$5277 |
| Grand total: | | \$37,887 | \$5277 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #10—Other Operating Costs (6400) | | | |
|---|--|---|-----------|
| County-District Number or Vendor ID: 139909 | | Amendment number (for amendments only): | |
| Expense Item Description | | Grant Amount Budgeted | Match |
| 6413 | Stipends for non-employees other than those included in 6419 | \$ | \$ |
| 6419 | Non-employee costs for conferences. Requires pre-authorization in writing. | \$ | \$ |
| Subtotal other operating costs requiring specific approval: | | \$ | \$ |
| Remaining 6400—Other operating costs that do not require specific approval: | | \$ | \$ |
| Grand total: | | \$ | \$ |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #11—Capital Outlay (6600) | | | | | |
|---|-------------------------------------|----------|---|-----------------------|----------------|
| County-District Number or Vendor ID: 139909 | | | Amendment number (for amendments only): | | |
| # | Description and Purpose | Quantity | Unit Cost | Grant Amount Budgeted | Match |
| 6669—Library Books and Media (capitalized and controlled by library) | | | | | |
| 1 | | N/A | N/A | \$ | \$ |
| 66XX—Computing Devices, capitalized | | | | | |
| 2 | | | \$ | \$ | \$ |
| 3 | | | \$ | \$ | \$ |
| 4 | | | \$ | \$ | \$ |
| 5 | | | \$ | \$ | \$ |
| 6 | | | \$ | \$ | \$ |
| 7 | | | \$ | \$ | \$ |
| 8 | | | \$ | \$ | \$ |
| 9 | | | \$ | \$ | \$ |
| 10 | | | \$ | \$ | \$ |
| 11 | | | \$ | \$ | \$ |
| 66XX—Software, capitalized | | | | | |
| 12 | | | \$ | \$ | \$ |
| 13 | | | \$ | \$ | \$ |
| 14 | | | \$ | \$ | \$ |
| 15 | | | \$ | \$ | \$ |
| 16 | | | \$ | \$ | \$ |
| 17 | | | \$ | \$ | \$ |
| 18 | | | \$ | \$ | \$ |
| 66XX—Equipment, furniture, or vehicles | | | | | |
| 19 | Maker Bot Replicator, ZS183 Printer | 1 | \$6,499 | \$6,499 | \$1,300 |
| 20 | | | \$ | \$ | \$ |
| 21 | | | \$ | \$ | \$ |
| 22 | | | \$ | \$ | \$ |
| 23 | | | \$ | \$ | \$ |
| 24 | | | \$ | \$ | \$ |
| 25 | | | \$ | \$ | \$ |
| 26 | | | \$ | \$ | \$ |
| 27 | | | \$ | \$ | \$ |
| 28 | | | \$ | \$ | \$ |
| 66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance) | | | | | |
| 29 | | | | \$ | \$ |
| Grand total: | | | | \$6,499 | \$1,300 |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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| Schedule #12—Demographics and Participants to Be Served with Grant Funds | | | | | | | | | | | | | | | |
|--|----------------|--|---|--|---|---|--|---|---|---|----|----|---|-------|--|
| County-district number or vendor ID: 139909 | | | | | | | | | | Amendment # (for amendments only): | | | | | |
| Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point. | | | | | | | | | | | | | | | |
| Student Category | Student Number | Student Percentage | Comment | | | | | | | | | | | | |
| Economically disadvantaged | 31 | 37% | | | | | | | | | | | | | |
| Limited English proficient (LEP) | 1 | 1% | | | | | | | | | | | | | |
| Attendance rate | NA | 95.7% | From 2017 Distinction Designation Summary | | | | | | | | | | | | |
| Annual dropout rate (Gr 9-12) | NA | 0.2% | | | | | | | | | | | | | |
| Teacher Category | Teacher Number | Teacher Percentage | Comment | | | | | | | | | | | | |
| 1-5 Years Exp. | 1 | 10% | | | | | | | | | | | | | |
| 6-10 Years Exp. | 3 | 30% | | | | | | | | | | | | | |
| 11-20 Years Exp. | 5 | 50% | | | | | | | | | | | | | |
| 20+ Years Exp. | 1 | 10% | | | | | | | | | | | | | |
| No degree | 0 | 0% | | | | | | | | | | | | | |
| Bachelor's Degree | 4 | 40% | | | | | | | | | | | | | |
| Master's Degree | 5 | 50% | | | | | | | | | | | | | |
| Doctorate | 1 | 10% | | | | | | | | | | | | | |
| Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program. | | | | | | | | | | | | | | | |
| School Type: | | <input checked="" type="checkbox"/> Public | | <input type="checkbox"/> Open-Enrollment Charter | | | <input type="checkbox"/> Private Nonprofit | | | <input type="checkbox"/> Private For Profit | | | <input type="checkbox"/> Public Institution | | |
| Students | | | | | | | | | | | | | | | |
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | |
| | | | | | | | | | | 17 | 16 | 16 | 39 | 88 | |
| Teachers | | | | | | | | | | | | | | | |
| PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total | |
| | | | | | | | | | 1 | 3 | 3 | 1 | 2 | 10 | |

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Schedule #13—Needs Assessment

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In order to assess the need to develop high demand, high wage, high skill jobs in Lamar County, information from the Paris Economic Development Corporation (PEDC) was reviewed. Michael Paris, Executive Director of PEDC, posted a community newsletter detailing some of those needs on May 2, 2017. Mr. Paris' concern listed a need for increased education in Lamar County, including certifications and two- and four-year degrees. He also noted the increased skill needs in the local industries of Kimberly-Clark, Campbell Soup, and Turner Industries. Kimberly-Clark is currently working on a \$150 million expansion that will require enhanced skills, Campbell Soup's recent expansions are automated and require specific skills in multitasking, and Turner Industries requires at least a one-year certification or two-year program for employment. Mr. Paris contends that in order for Paris to remain competitive for new employers, the number of certifications and degrees by local workforce, including high school and junior college recent graduates, must increase. Mr. Paris specifically referred to Paris Junior College's (PJC) Electromechanical program as providing skillsets specific to the needs of Kimberly-Clark.

Expanding on the research with PEDC, Dr. Pam Anglin, President of PJC, presented information about the state's four goals shared by the Texas Higher Education Coordinating Board and The Texas Workforce Commission to narrow the education gap through implementation of the 60x30TX program to the Lamar County Coalition of Education Business and Industry's board. In that presentation, Dr. Anglin noted that the community of Lamar County has only 25% of ages 25 and older with a certificate or degree. Based on this information, and our current participation of only four students taking PJC dual credit STEM certification classes this year, we believe the need exists to enhance our existing STEM career cluster program.

Students in our science classes were polled and asked what would attract them to the STEM program. Students emphatically stated that the attraction to taking STEM courses would be having the ability to access technology. We need the latest technology to provide innovative practices for acquisition of academic skills, technical skills, and STEM knowledge in order for students to be motivated to be part of our STEM program and move forward with STEM-field related career choices. An email from Bart Spivey, Business Development Project Manager of Workforce Solutions Northeast Texas, on September 14, 2014, confirmed five occupations meeting the high demand and need for the knowledge, skills, and abilities taught in our STEM program of study. Polling of current STEM teachers in the program resulted in findings that many of the teachers did not know these occupations or the CTE to academic connections.

With program plans that include exciting real world and work based educational opportunities that engage students in deeper learning, certificates or degrees will become more accessible to more students, giving them skills that are more marketable. Work-based learning opportunities will provide students the relevance needed to develop their future story and to understand the pathway to achieve a high wage occupation.

Schedule #13—Needs Assessment (cont.)**For TEA Use Only**

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| County-district number or vendor ID: 139909 | | Amendment # (for amendments only): |
|---|--|---|
| Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | |
| # | Identified Need | How Implemented Grant Program Would Address |
| 1. | Educational need to increase the number of certifications and students going into two-year or four-year degrees | The additional technology and equipment will advance the level of knowledge and skill attainment for students in the STEM program such that students will be more prepared to enter two-year and four-year programs successfully. The advanced knowledge through innovative instruction will support knowledge needed to complete a certification in the STEM field. |
| 2. | Need for updated and more relevant awareness of CTE and academic STEM integration in coursework and in occupations by current STEM educators in the program. | Professional development will be provided to the teachers participating in the program. The professional development will consist of local and economic development information presented by the director of the Paris Economic Development Corporation and another professional development opportunity provided by Texas A&M Commerce's Applied Science Department on STEM Engineering and Advanced Academic integration. |
| 3. | Need to increase the motivation of students taking the STEM program of study, along with the dual credit courses offered and the more rigorous AP courses offered. | Additional cutting edge technology purchases and curriculum that advances the use of the technology and how it relates to high demand and high wage occupations will provide excitement and motivation for students to want to participate. |
| 4. | Work based learning opportunities are needed. | Students are not involved in the STEM programs at the level needed to provide work based learning opportunities. With the level of instruction increasing to meet the information needed to learn the new technologies, students will be ready for the occupations listed to not only use the technology, but to repair it. This level of knowledge will create a better working relationship with our industry partners to support more work based learning opportunities. |
| 5. | Need for increased technical skill acquisition to meet the needs on the list of top 25 high skill occupations in our area. | The motivation provided by the purchase of cutting edge advanced technology will excite more students to participate in the STEM program; therefore, adding to the technical skills in the community. |

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| Schedule #14—Management Plan | | | | | |
|---|--|--|---|------------------------------------|--------------|
| County-district number or vendor ID: 139909 | | | | Amendment # (for amendments only): | |
| Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | | |
| # | Title | Desired Qualifications, Experience, Certifications | | | |
| 1 | Dr. Angela Chadwick | CTE & Curriculum Director, 15 years administrative experience, Former coach understanding student motivational needs, Certified in Secondary Mathematics, Mid-Management Administrator, and Superintendent, Doctor of Education department of curriculum and supervision | | | |
| 2 | Jodi Andoe | STEM educator with 14 years of experience in STEM, science, and CTE classes, Certified in Science 4-8 & 7-12, Technology Education 6-12, & Principal EC-12, CTSO Leader in SkillsUSA, Robotics UIL, BEST, & VEX, Computer Science UIL, Computer Aided Drafting & Design | | | |
| 3 | Dr. Brent Donham | Dean of College of Science & Engineering, TAMUC, BS & MS Electrical Engineering, Master's in Educational Administration, Teaches Applied Research and Engineering Technology courses, Technical Algebra, and Semiconducting Manufacturing | | | |
| 4 | William Bain | Kimberly-Clark Process Engineer, College Coop Engineer Recruiter for Kimberly-Clark, former U.S. Navy Nuclear Engineering Training Commander | | | |
| 5 | Chris Malone | Paris Junior College Drafting Instructor, Associates of Science Degree, Instructor of Paris High School and PJC dual credit CAD courses leading to program desired certifications, 3D Printing Manufacturing | | | |
| Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. | | | | | |
| # | Objective | Milestone | | Begin Activity | End Activity |
| 1 | CTE STEM & Academic integration in courses taught | 1. | Professional Development on STEM Career Awareness | 01/08/2018 | 06/08/2018 |
| | | 2. | Teacher lesson plans | 03/05/2018 | 05/28/2018 |
| | | 3. | Teacher made assessments | 03/12/2018 | 05/28/2017 |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 2 | High level of technical education based on equipment purchases | 1. | Certifications earned | 05/28/2018 | 08/03/2018 |
| | | 2. | Dual Credit registration | 08/07/2018 | 08/21/2018 |
| | | 3. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 3 | Increased student motivation for participation | 1. | Increased number of students signing up for STEM | 04/23/2018 | 05/28/2018 |
| | | 2. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 3. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 4 | Work based learning opportunities | 1. | Industry Tours | 01/08/2018 | 07/23/2018 |
| | | 2. | Robotics work based camp | 06/08/2018 | 07/23/2018 |
| | | 3. | Classroom presentations | 03/05/2018 | 05/28/2018 |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| 5 | Increased certifications and degrees sought | 1. | Number of certifications earned | 05/28/2018 | 08/03/2018 |
| | | 2. | STEM students enrolled in higher education | 08/07/2018 | 08/21/2018 |
| | | 3. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 4. | | XX/XX/XXXX | XX/XX/XXXX |
| | | 5. | | XX/XX/XXXX | XX/XX/XXXX |
| Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities | | | | | |

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occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Paris ISD uses the process of site based decision making to receive feedback and focus on continuous improvement. Each campus has a School Effectiveness Team (SET). There is a formula for this team that must include a given number of teachers and non-teaching professionals along with community members and parents. The SET on each campus works as an information gathering and disseminating organization within the organization. They are the voice that comes together to create the Campus Improvement Plan. This team reviews campus data and creates goals and objectives based on performance data and needs of the community. Another role of the SET is to meet on a regular basis to adjust plans as needed and communicate to all stakeholders. The process of having all stakeholders represented on SET allows information to flow in both directions.

At the district level, this same process is repeated on a larger scale. This committee is called the District Wide Academic Committee. This committee has elected officers that run the meetin in which district level administrators participate but take the lead set by the officers who are teachers selected by their peers. This committee also reviews all campus improvement plans and reviews all campus and district data. They go through the same process to create the district improvement plan. All of the plans, whether campus or district, are living documents and reviewed to make sure all decisions and purchases are reflected in the goals established. The communication established through this process allows for information to flow.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently we have a STEM pathway that is broken down into advanced mathematics, science, and engineering. Many of our students in advanced mathematics and science are not taking the pre-engineering or robotics classes for electives. Having the professional development in place for all STEM teachers annually will keep all participants committed to the project's success. Maximization of grant funds will occur with more students taking the pre-engineering and robotics classes which will happen as more STEM teachers understand the value of those classes and support them through integrated instruction in the advanced math and science classes. We are also including our 8th grade STEM teacher in all of the professional development activities so that 8th graders will also become aware of the value of the preengineering and robotics classes. Currently we have multiple opportunities for students to learn about their high school endorsement choices during the 8th grade year, but that information is not continuous. Having a teacher who will promote the STEM pre-engineering courses all year will make a difference in student desire for the pathway. Many of our teachers do not consider the impact they have on students' choices outside of the class that they teach. We also have our robotics students teaching a few mini campus during the summer for our elementary students and for the Boys' and Girls' Club of Paris. We want to expand what we are doing by having a pre-engineering/robotics work based learning opportunity in front of those camps for our high school robotics and pre-engineering students at the beginning of the summer. Once we have the equipment purchased from the grant, we will have more students desiring to be part of our summer program, and we will bring in our business and industry partners as well as inviting new partners to join in a summer summit. New students from outside the elective classes will be invited along with current students and will learn about the high demand, high wage occupations and attend an industry tour over the course of 3 days prior to hosting their elementary camps.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 139909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| # | Evaluation Method/Process | Associated Indicator of Accomplishment | |
|----|---|--|--|
| 1. | Student enrollment in STEM courses | 1. | Enrollment count current |
| | | 2. | Number of students who sign up for STEM classes for next school year |
| | | 3. | |
| 2. | Number of certifications earned | 1. | Certification count |
| | | 2. | |
| | | 3. | |
| 3. | Number of students in work based learning opportunities | 1. | Number of students participating in work based learning activities |
| | | 2. | |
| | | 3. | |
| 4. | Number of students in SkillsUSA STEM based groups | 1. | SkillsUSA participation roster |
| | | 2. | |
| | | 3. | |
| 5. | STEM teacher use of information from program professional development | 1. | Teacher evaluation walk through |
| | | 2. | Student survey |
| | | 3. | Teacher survey |

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student enrollment data will be collected through class rolls taken out of Txeis system. This will give us our count for the number of students currently enrolled in all STEM classes. We will look at the results from course selection in the spring and again at the beginning of the 2018-2019 school year to determine if there is an increase in student interest in STEM courses.

We will count the number of students who attempt a certification and the number of students who pass a certification test in a STEM field. We have never had a student complete a certification in a STEM field.

We will provide at least three different types of work based learning opportunities in the forms of student industry tours, summer mini camps, and classroom visits by business and industry partners sharing information about STEM-related careers in our community.

Our students competed in SkillsUSA robotics for the first time in 2016-2017. One of the two, two-man teams qualified and competed at state. Our all-freshman STEM project team submitted an engineering project that won Best of Show at district and received a red-ribbon at state. We had a total of 8 students participate in STEM competitions in SkillsUSA. We expect to double that amount with the excitement that will be generated by the grant purchases. We will use the SkillsUSA participation roster as evidence of increased participation in our STEM SkillsUSA CTSO.

All of our teachers who teach STEM courses will receive professional development from our Paris Economic Development Corporation as to the need for a STEM skilled workforce in our community to obtain high demand occupations, along with training in academic/CTE integration from the College of Science and Engineering at TAMUC. We will collect data with teacher walk throughs to determine the extent of the information presented. We will also collect data through teacher and student surveys. We will look for students to become more excited about the pre-engineering and robotics curriculum and courses and either take some of those elective classes or participate in some of the work based learning opportunities provided.

Beginning, middle, and end of grant checkpoint meetings will be established with campus leadership, CTE director, and STEM coordinator to review project delivery and make corrections as needed. Informal observations will be ongoing by CTE director.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 139909

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Local labor market information provided by the Paris Economic Development Corporation (PEDC) has confirmed that Paris needs to recruit more businesses into the community, and those jobs will require certificates, two-year and four-year degrees. PEDC also stated that specific industries, such as Kimberly-Clark, Campbell Soup, Harrison Walker and Harper (HWH), and Turner Industries, all in Paris, will need a skilled STEM workforce. Workforce Solutions Northeast Texas has identified that Industrial Machinery Mechanics, Computer Controlled Machine Tool Operators, Machinists, Maintenance and Repair Workers, and Multiple machine Tool Setters, Operators, and Tenders are high demand occupations in Northeast Texas. Several local industries in Paris are supporting our application for this grant to enhance our STEM pre-engineering career cluster in order to help with their hiring challenges.

According to our local workforce development board, Workforce Solutions Northeast Texas utilizes a combination of labor market information and local knowledge to identify high demand occupations. The Board has set criteria for the region's target occupations lists. This criterion is identified as an occupation with a mean hourly wage of \$12 per hour or more, a combined job growth and replacement total of at least 10 per year, and a training period within the Board's goal for education or on-the-job training (OJT). Data is gathered by identifying the targeted industries for the region and using both TRACER and JobsEQ to identify occupations within those industries. A filter was applied for mean hourly wage, anticipated growth and replacement rates, and training preferences. There were a few exceptions to the filtering criteria, which can be explained by looking at the current job postings for the area using Wanted Analytics or by applying local wisdom. The Board gathers local knowledge from a variety of sources. Board staff members attend quarterly meetings with the workforce centers' Business Services Unit (BSU) to discuss the jobs and skills most requested by employers. The BSU maintains constant contact with employers and gathers information from them during employer visits and job fair events. The Board is a member of three chambers of commerce in the region and the Board hosts advisory group meetings of economic developers from across the region. Board staff and BSU staff collaborate, when needed, to identify training needs for a particular occupation within the region. Workforce training, especially for high school age students, is extremely important. Coordinated programs between high schools and community colleges can reduce the amount of time needed to earn a certificate or associate's degree. Training programs, specifically STEM related programs, are critical to providing a pipeline of skilled workers to existing employers. These programs are also important to an area's effort in attracting new employers.

These are the occupations that can be filled after a student goes through the Paris High School STEM program of study and continues to obtain a certification, a two-year degree, or a four-year degree. Business Development Project Manager, Bart Spivey has confirmed their partnership with Paris ISD on this effort.

The executive director of the Paris Economic Development Corporation (PEDC) has stated that "If Paris, Texas wants to keep our current employers and recruit new businesses, we must increase our education. In other words, we need more local people with certificates, two-year degrees, and four-year degrees" Kimberly-Clark, Campbell Soup, Harrison Walker and Harper (HWH), and Turner Industries are just a few of the industries in Paris Texas that will need a skilled STEM workforce. Kimberly-Clark and Campbell Soup are undergoing extensive expansions to bring in new equipment to modernize our local plants. Kimberly-Clark desires a STEM electromechanical program to provide the needed skillsets to our community. HWH needs design, civil, structural, and industrial engineers along with draftsman. According to texascareercheck.com, our region in Northeast Texas has been identified as needing a STEM workforce. Specific areas of concern are electricians, computer systems analyst and software developers. Our local workforce development board has identified a critical need for engineers, computer scientist, and electricians. To address these needs Paris High School is developing a STEM program focused on pre-engineering and robotics. PHS is committed to preparing and educating students for these and other high-tech careers. We are currently constructing a CTE STEM center to be completed later this year. This grant will allow us to establish a goal of creating an innovative STEM Career Cluster Program that motivates students and make a certificate or degree more accessible to them.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 139909

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

For high demand jobs, Paris local industry collectively needs skills workers in the areas of design, civil, structural, and industrial engineers along with draftsmen and more. Academically, this program of study will also include several rigorous courses in mathematics and science. All students will be expected to take Biology, Chemistry, Physics, Algebra I & II, and Geometry. Students will be highly encouraged to take these courses at the AP or Dual Credit level of instruction. In addition to these courses, our students will have the option to take DC College Algebra and DC Calculus. Our students begin this career cluster with a freshman year experience in Principles of Applied Engineering, Biology, and Algebra I. As sophomores, they will take Robotics 1, Chemistry, and Geometry. Their junior year, the career cluster offers Robotics 2, Physics, and Algebra 2, and during their senior year, Engineering Design and Problem Solving, DC Biology, and DC College Algebra. Current students have the option of taking Engineering and Robotics classes at Paris High School or of attending Engineering and Presentation Design classes at Paris Junior College for college credit. Students can continue their education at Texas A&M University College of Science and Engineering to prepare our students for postsecondary training in engineering or computer science.

Our CTE program has established partnerships with business and industry in our area to promote work-based learning opportunities for students. Our ultimate goal is to increase student and teacher awareness in high-demand STEM career opportunities and needs in our community. The PEDC has identified a need for increased skilled employees in STEM related fields. The PEDC board is working with our CTE programs to boost student participation in CTE and dual credit classes. Paris High students in a STEM program of study have a rigorous curriculum path. In partnership with Paris Junior College (PJC), students can also take dual credit classes for Basic Computer Aided Drafting, Technical Drafting, and Blueprint Reading and Sketching. After graduating from PHS, students can receive certification through PJC in 3D Prototyping Certification, CAD Technician Certification, CAD Specialist Certification, Mechatronics, and Master Electrician.

The reserve grant will allow us to create an innovative STEM Career Cluster that motivates students to learn about careers through the excitement of engineering and robotics technology. Our students have a growing interest in robotics competitions. The competitions bring a new and intense level of excitement, motivation, and technical skills to our students. This excitement crosses over to the real-world applications of mathematics and science concepts using the engineering design process which, in turn, provides career knowledge for students in this program of study. The purchase of new robotics technologies is critical for us to move forward.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 139909

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Students studying Computer-Aided Design at Paris Junior College will enroll in Technical Drafting, Basic Computer-Aided Drafting, Blueprint Reading and Sketching, Intermediate Computer and Composition I during their first semester. In the second semester they will take Parametric Modeling and Design, Machine Drafting, Technical Illustration and Presentation, Solid Modeling and Design and Business and Professional Communication. For the 3rd semester students will enroll in Architecture Drafting, Topographical Drafting, Advanced Technologies in Architectural Design and Drafting, and Commercial Drafting. The last semester students will take Electrical/Electronic Drawing and Advanced Drafting. Students will graduate with an Associate's of Arts in Applied Science and have career opportunities as a CAD technician; Architectural CAD designer; Mechanical CAD designer; Civil CAD designer; Pipe CAD designer; or Electrical CAD designer. Students studying Engineering at PJC will enroll in General Chemistry, Calculus I and II, University Physics I and II along with other core class requirements. Students will graduate with an Associate's of Science.

After graduation, students will transfer to Texas A&M Commerce and will also be prepared to complete a course of study for a bachelor's degree in Electrical Engineering, Industrial Engineering, Computer Science, Computer Information Systems and Technology Management. At TAMU-Commerce students will take 60 or more hours that include Engineering Mechanics plus courses in statistics, management, computing, and systems engineering. Many courses will be specific to the engineering track chosen. Required support courses include differential equations, linear algebra and calculus 3. Students will have career opportunities in aerospace engineers; Industrial engineers, Materials engineers; Chemical engineers; Mechanical engineers; Civil engineers; Electrical / Electronics engineers; Drafters, engineering and mapping technicians. Texas A&M-Commerce is partnering with Paris High School to provide initiatives and actively recruit students for their engineering and computer science programs.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 139909

Amendment # (for amendments only):

TEA Program Requirement 4: Identify the partner organizations that will help carry out the grant. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.

For this grant, Paris ISD partner organizations include Paris Economic Development Corporation (PEDC), Lamar County Coalition of Education, Business, and Industry (LCCEBI), Harrison, Walker, and Harper (HWH) construction services, Aequus Aero Machine Inc., Kimberly-Clark, TAMU Commerce College of Science and Engineering, Paris Junior College Workforce Development, and Workforce Solutions Northeast Texas. Kimberly-Clark, HWH, and Aequus Aero Machine Inc. have all agreed to partner with Paris High school to provide teacher externships that will give our STEM educators, who teach mathematics, science, and technology, an opportunity to experience the STEM careers in action. HWH is a construction company that includes three dimensions of planning, building, and delivering. Careers with HWH include engineering and advanced materials, construction and industrial services, project management, Information Technology Facilitation, and packaging. Aequus Aerospace Manufacturing employs 65 skilled machinists and technicians. Kimberly-Clark manufacturing hires for Information Technology services, Manufacturing and Operations, and Research and Engineering. Engineers with Kimberly Clark will provide female mentors to work with us in Electrical Engineering and Maintenance Electricians to help increase our non-traditional students enrolled in STEM pathways.

TAMU-C College of Science and Engineering focuses on degrees in Construction Engineering, Computer Science, Computer Information Systems, Electrical Engineering, Industrial Engineering, and Technology Management. Dr. Brent Donham, Dean of the College of Science and Engineering, TAMUC, committed to support Paris ISD's STEM pre-engineering and robotics program and work closely with us to enhance and further expand our program. He also agreed that the grant purchases will enable more students to be impacted and better prepared as they enter college engineering programs. The LCCEBI will be able to support teacher and student education on the knowledge of certifications, degree programs, and labor market and career information. And finally, we are partnering with Paris Junior College to provide our students with dual credit courses to complete pathways in Drafting, Networking Technician, Electrician, and Maintenance Technician.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Kimberly-Clark, Harrison Walker and Harper (HWH), and Turner Industries have agreed to assist with our curriculum development. They have all agreed to teacher externships that will give our STEM educators, who teach mathematics, science, and technology, an opportunity to experience the STEM careers in action. The teachers will be able to return to their classes with authentic experiences to share about the possible careers available to students in our town. In addition to the teacher work-based learning, our students will be given opportunities to tour these industries. These companies will participate in student work-based learning opportunities in the form of speakers from the partnering industries. Students will also serve as student instructors themselves for middle school and elementary robotics camps. HWH has stated they will work with Paris High School to develop a skilled workforce ready to address the needs of Lamar county.

Harrison, Walker, and Harper has also committed to work closely with Paris High School CTE department to assist with curriculum development to support relevant industry experiences for students in the program. Robotics and engineering camps along with classroom speakers and business and industry tours will be included throughout the remainder of the grant period. Kimberly-Clark will provide industry tours and student interactions with female engineering personnel for an enhanced look at nontraditional employment in the STEM field.

The Paris High School grant proposal project is concerned with the purchase of exciting new technologies in the STEM fields that introduce students to robotics and engineering skill sets and to create learning opportunities for STEM students in work-based knowledge, and STEM teachers in awareness of applied science and engineering concepts.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 139909

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

The goal of this grant program is to increase teacher and student awareness in the use of technology in industry and to make the concepts of technology instruction exciting and motivating to students by introducing them to higher levels of technology. In order to do this, we must have engaging technology and teach students to use the new technology in a way that inspires them. We proposed this through pre-engineering instruction and robotics competitions. In order to sustain the plan, we must commit to keeping the pre-engineering program at a high level of student intrigue. We plan to keep members of our industrial community involved and active in our advisory meetings. This will allow us to always be informed of current industry standards. When we do this, we will also make sure that our connections with our local industry maintain a level of expectation that we will have teachers coming into the plant to learn more about applied STEM in the workplace to share with their students each year. We plan to continue our student work-based learning opportunities with industry coming to our classes to do STEM in the workforce presentations and then having our students turn that information around to the younger students as instructors in our STEM summer-camps. These activities will happen annually.

Another sustainability plan that we will have is to always emphasize the importance in having teachers in our district that have an ever-increasing knowledge of STEM and how that knowledge is applied in our local workforce. In order to do this, we will commit to hiring teachers in the STEM fields with upfront knowledge of our expectations. We will continue to annually provide professional development that gives new and experienced teachers the valuable information of the constantly changing and improving technology standards in industry.

Equipment sustainability will also be a priority focus. Once we have captured the hearts and minds of students who will be part of this pre-engineering pathway, we will have to continue to enhance the program every year. Our students are already interested in competitive robotics, but we are extremely limited as to what we can do because of our funding distribution. We have worked very hard to have sufficient size and scope in our CTE program. As a result, we do not allocate more money to one group if that allocation prohibits other programs for getting upgrades and new equipment as needed. Our robotics and engineering students need this grant in order to step up the level of excitement, and they will be able to pull in many other interested students. Once our other STEM teachers become more aware of STEM-career employment, they will be able to give more examples in their class instruction that will excite more students to the program as well. We believe this will be a continuous cycle that feeds itself and, as the information cycles, so will the growth of the program.

This grant will provide a boost to student enrollment in STEM classes. Students love technology and hands-on projects. Our curriculum will focus on electrical and computer engineering components by purchasing 6 PiStorm hardware and peripheral kits. These kits will allow our students to connect a Raspberry Pi brain to our existing Lego Mindstorm parts. Student will use more advanced computer programming, such as Python, to program these robots.

Additional supplies and materials that we will add include the VEX Robots Swept Away classroom bundle. The bundle includes 6 clawbots and will add a competitive component to our program and give us a student to robot ratio of 6 to 2 per kit. 3D printing is an essential skill needed in today's tech fields. Paris will purchase MakerBot 3D Printers and add a Professional Makerbot Replicator ZS18 3D Printer. For the software piece, we plan to purchase non expiring classroom license for VEX and LEGO's Virtual World Programming to support sustainability. To run the software and teach programming, we will need 25 desktop computers.

Studying robotics will incorporate all aspects of STEM. Mixing excitement and motivation with competition and real-world applications of math and science concepts using the engineering design process will created an environment for students to flourish. Paris High School can utilize this grant to motivate and inspire students for 21st Century skills.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 139909

Amendment # (for amendments only):

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Click and type here to enter response.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 139909

Amendment # (for amendments only):

TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.**Applicants applying for Focus Area 4 must address this question.**

Click and type here to enter response.

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| Schedule #18—Equitable Access and Participation | | | | |
|---|---|---|-------------------------------------|-------------------------------------|
| County-District Number or Vendor ID: 139909 | | Amendment number (for amendments only): | | |
| No Barriers | | | | |
| # | No Barriers | Students | Teachers | Others |
| 000 | The applicant assures that no barriers exist to equitable access and participation for any groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gender-Specific Bias | | | | |
| # | Strategies for Gender-Specific Bias | Students | Teachers | Others |
| A01 | Expand opportunities for historically underrepresented groups to fully participate | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| A02 | Provide staff development on eliminating gender bias | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A03 | Ensure strategies and materials used with students do not promote gender bias | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| A04 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A05 | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A06 | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Cultural, Linguistic, or Economic Diversity | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B01 | Provide program information/materials in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B02 | Provide interpreter/translator at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B03 | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B04 | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B05 | Develop/maintain community involvement/participation in program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B06 | Provide staff development on effective teaching strategies for diverse populations | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B07 | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B08 | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B09 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B10 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B11 | Involve parents from a variety of backgrounds in decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|--|---|--------------------------|--------------------------|
| County-District Number or Vendor ID: 139909 | | Amendment number (for amendments only): | | |
| Barrier: Cultural, Linguistic, or Economic Diversity (cont.) | | | | |
| # | Strategies for Cultural, Linguistic, or Economic Diversity | Students | Teachers | Others |
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B15 | Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B18 | Coordinate with community centers/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| B99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Gang-Related Activities | | | | |
| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
| C01 | Provide early intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C04 | Provide flexibility in scheduling activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C05 | Recruit volunteers to assist in promoting gang-free communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C06 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|---|--|---|--------------------------|--------------------------|
| County-District Number or Vendor ID: 139909 | | Amendment number (for amendments only): | | |
| Barrier: Gang-Related Activities (cont.) | | | | |
| # | Strategies for Gang-Related Activities | Students | Teachers | Others |
| C08 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C10 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| C99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Drug-Related Activities | | | | |
| # | Strategies for Drug-Related Activities | Students | Teachers | Others |
| D01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D02 | Provide counseling | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D07 | Provide community service programs/activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D08 | Provide comprehensive health education programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D09 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D10 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D11 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D12 | Provide conflict resolution/peer mediation strategies/programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| D99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Visual Impairments | | | | |
| # | Strategies for Visual Impairments | Students | Teachers | Others |
| E01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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|--|--|---|--------------------------|--------------------------|
| Barrier: Visual Impairments | | | | |
| # | Strategies for Visual Impairments | Students | Teachers | Others |
| E03 | Provide program materials/information in large type | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E06 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E07 | Format materials/information published on the internet for ADA accessibility | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| E99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Hearing Impairments | | | | |
| # | Strategies for Hearing Impairments | | | |
| F01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F02 | Provide interpreters at program activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F03 | Provide captioned video material | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F04 | Provide program materials and information in visual format | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F05 | Use communication technology, such as TDD/relay | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F07 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| F99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Learning Disabilities | | | | |
| # | Strategies for Learning Disabilities | Students | Teachers | Others |
| G01 | Provide early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G02 | Expand tutorial/mentor programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| G99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Other Physical Disabilities or Constraints | | | | |
| # | Strategies for Other Physical Disabilities or Constraints | Students | Teachers | Others |
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H03 | Provide training for parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| H99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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| Schedule #18—Equitable Access and Participation (cont.) | | | | |
|---|---|---|--------------------------|--------------------------|
| County-District Number or Vendor ID: 139909 | | Amendment number (for amendments only): | | |
| Barrier: Inaccessible Physical Structures | | | | |
| # | Strategies for Inaccessible Physical Structures | Students | Teachers | Others |
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J02 | Ensure all physical structures are accessible | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| J99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Absenteeism/Truancy | | | | |
| # | Strategies for Absenteeism/Truancy | Students | Teachers | Others |
| K01 | Provide early identification/intervention | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K02 | Develop and implement a truancy intervention plan | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K03 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K04 | Recruit volunteers to assist in promoting school attendance | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K05 | Provide mentor program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K07 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K08 | Strengthen school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K09 | Develop/maintain community collaborations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K10 | Coordinate with health and social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K11 | Coordinate with the juvenile justice system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| K99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: High Mobility Rates | | | | |
| # | Strategies for High Mobility Rates | Students | Teachers | Others |
| L01 | Coordinate with social services agencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| L99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Barrier: Lack of Support from Parents | | | | |
| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M02 | Conduct home visits by staff | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 139909

Amendment number (for amendments only):

Barrier: Lack of Support from Parents (cont.)

| # | Strategies for Lack of Support from Parents | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| M03 | Recruit volunteers to actively participate in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M04 | Conduct parent/teacher conferences | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M05 | Establish school/parent compacts | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M06 | Provide parenting training | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M07 | Provide a parent/family center | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M08 | Provide program materials/information in home language | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M09 | Involve parents from a variety of backgrounds in school decision making | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M13 | Provide adult education, including HSE and/or ESL classes, or family literacy program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| M99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Shortage of Qualified Personnel

| # | Strategies for Shortage of Qualified Personnel | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N03 | Provide mentor program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N04 | Provide intern program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N05 | Provide an induction program for new personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| N99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Knowledge Regarding Program Benefits

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 139909

Amendment number (for amendments only):

Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

| # | Strategies for Lack of Knowledge Regarding Program Benefits | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Lack of Transportation to Program Activities

| # | Strategies for Lack of Transportation | Students | Teachers | Others |
|-----|---|--------------------------|--------------------------|--------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Q99 | Other (specify) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Barrier: Other Barriers

| # | Strategies for Other Barriers | Students | Teachers | Others |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |
| Z99 | Other barrier | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | Other strategy | | | |

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